

# 2018 Special Education Director Webinar

Special Education Programs  
December 18, 2018

College, Career, Life Ready

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# iTransitionSD

[www.itransitionsd.org](http://www.itransitionsd.org)

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# iTransitionSD

- Self-Advocacy
- \*Plan Development
- Confidence

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## THE CHALLENGE



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## Everyone does it



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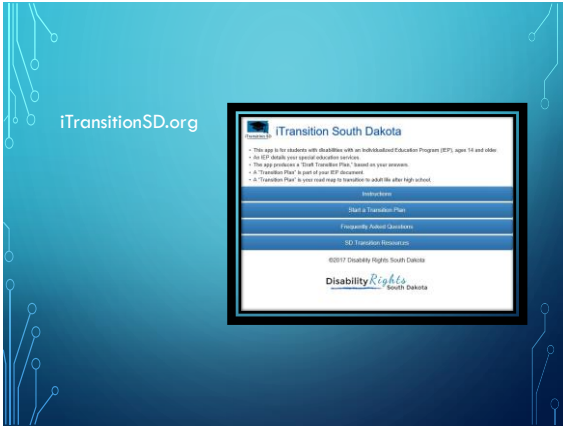
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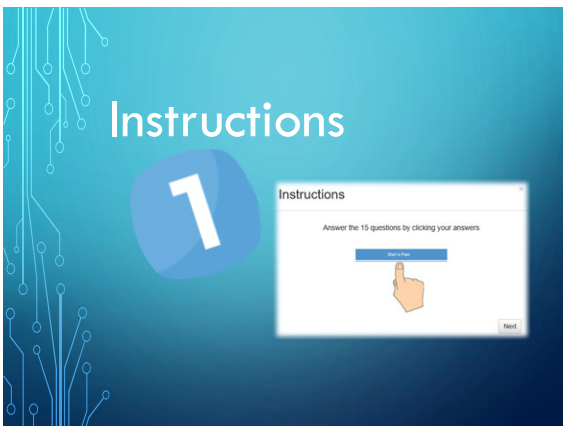
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# Instructions

2

Instructions

When you've answered all the questions on the page click "next"

Next



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# Instructions

3

Instructions

Change your mind? Click "previous" and you can go back and change your answers. The app will save your work.

Previous



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# Instructions

4

Instructions

At the end, email your draft transition plan to yourself. Print it off and take it with you to your IEP team meeting



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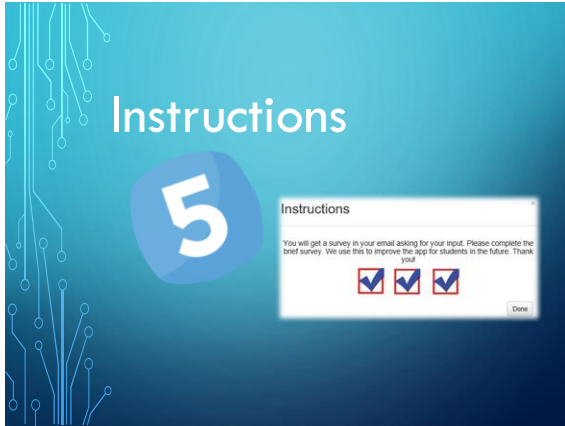
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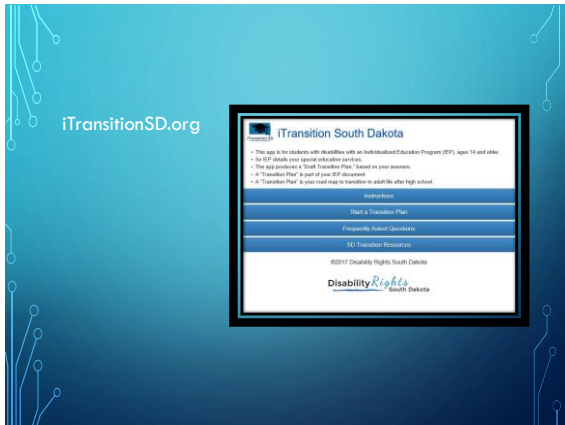
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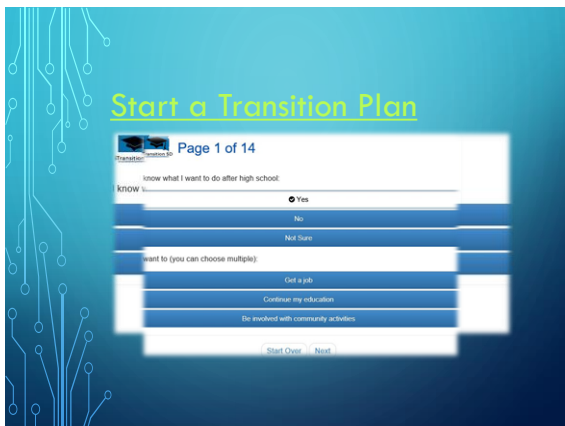
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**Start a Transition Plan**

 Page 2 of 14

I am:

<input type="radio"/>	14 or 15 years old
<input type="radio"/>	16 or 17 years old
<input type="radio"/>	18 years old or older

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**Start a Transition Plan**

 Page 3 of 14

I have a written IEP Plan:

<input type="radio"/>	Yes
<input type="radio"/>	No
<input type="radio"/>	Not Sure

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
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**Start a Transition Plan**

 Page 4 of 14

I attend my IEP Meetings:

<input type="radio"/>	Yes
<input type="radio"/>	No
<input type="radio"/>	Not Sure

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## Start a Transition Plan

Page 5 of 14

Transition Plan

I want to continue my education

Yes

No

I want to attend a job site (choose multiple)

Yes

No

I want to study

Yes

No

I will need help to continue learning after high school

Yes

No

Previous Next

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## Start a Transition Plan

Page 6 of 14

Transition Plan

After high school, I would like to have a job:

Yes

No

After high school, I want to work:

Yes

No

I am interested in jobs in the following career clusters (you can choose multiple)

Yes

No

Yes the goal is:

Previous Next

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## Start a Transition Plan

Page 7 of 14

Due to my disability, I think I will need some help to be successful at a job:

Yes

No

Not sure

Previous Next

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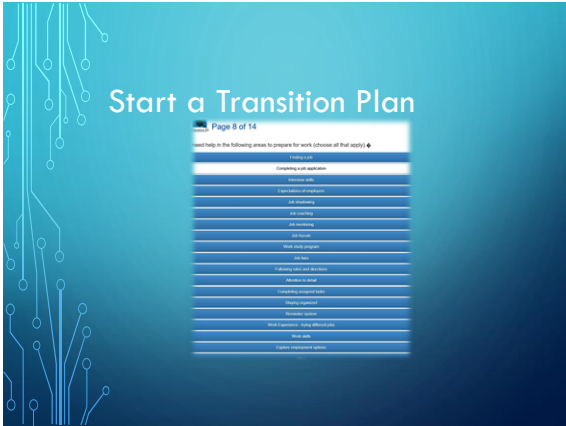
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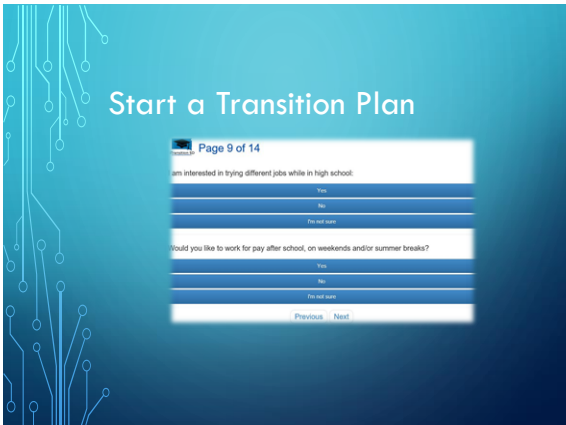
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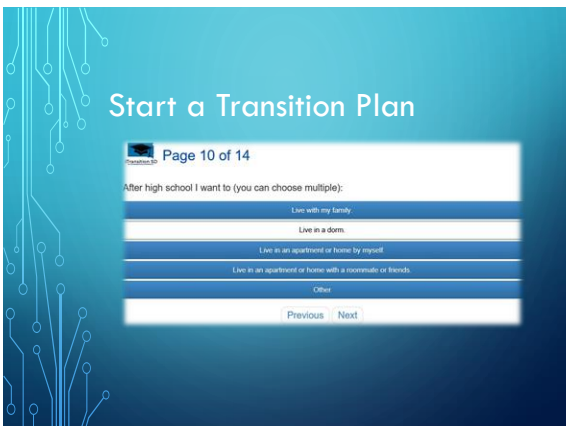
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## Start a Transition Plan

**Page 14 of 14**

Please type the student's name in the following blank

Your Name Here

Please enter your 5 digit zipcode below

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[Previous](#)   [Finish](#)

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iTransitionSD.org

**iTransition South Dakota**

- This app is for students with disabilities with an Individualized Education Program (IEP), ages 14 and older
- An IEP details your special education services
- This app provides a "Start Transition Plan" based on your consent.
- A "Transition Plan" is part of your IEP document
- A "Transition Plan" is your road map to transition to adult life after high school

Instructions

Start a Transition Plan

Frequently Asked Questions

SD Transition Resources

80017 Disability Rights South Dakota

**Disability Rights**  
South Dakota

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## Frequently Asked Questions

**iTransition South Dakota**

**Frequently Asked Questions (FAQ)**

**What is a Transition Plan?**

**What are Transition Services?**

**What services are available from South Dakota Vocational Rehabilitation?**

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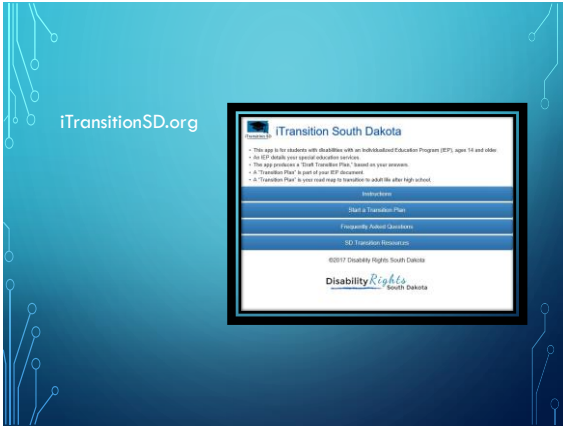
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## Contact

Please contact me if you have any questions on how you or someone that you know might benefit from iTransitionSD.org. I am available for presentations to educational staff, parent groups, agencies, or any other group who serve people who could use the site.



**Cole Uecker**

Client Assistance Program Director / ASR  
[coleu@iTransitionSD.org](mailto:coleu@iTransitionSD.org)  
 (605) 224-8294

Disability  South Dakota

## NAEP in South Dakota



NAEP 2019 Assessment Coordinator Training  
 Orlando, FL - December 2018  
 Jeff Hegge, NAEP State Coordinator - NSC

## What we will cover...



- NAEP Inclusion Policy
- State NAEP Inclusion Policies
- Process for Monitoring Exclusions
- MyNAEP Customization and Communication w/schools
- Snapshots of 2017 State NAEP results

## NAEP Inclusion



- Important to emphasize the inclusion of students with disabilities (SD) and English Language Learners (ELL) in NAEP
- NAEP inclusion rates are used by other areas of the U.S. Department of Education to evaluate states
- Complete SD/ELL Student Information section on MyNAEP must be accurately completed by the schools

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## NAEP Inclusion Policy



- Adopted March 2010 by the National Assessment Governing Board (NAGB)
- Purpose
  - maximize student participation in NAEP
  - reduce variation in exclusion rates across states and districts
  - develop uniform national rules for including students
  - ensure that NAEP is fully representative of SD and ELL

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## Students with Disabilities



- Who can be excluded?
  - students who participate in the Multi-State Alternative Assessment (MSAA) may be excluded from NAEP
- All other SD should participate with or without NAEP allowed accommodations
- Who can receive accommodations?
  - only students on an Individualized Education Plan (IEP) or Section 504 Plan, who need accommodations to be tested

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## English Language Learners



- Who can be excluded?
  - ELL students who have been enrolled in U.S. schools for less than 1 full academic year before the NAEP assessment and cannot access NAEP
- All other ELL students should participate in NAEP with or without NAEP allowed accommodations
- Former ELL cannot receive accommodations on NAEP

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## Inclusion Reporting Goals



- First time reported in the NAEP 2011 Report Card
  - three inclusion rates reported
- Goal is to include at least:
  - 95% of all students
  - 85% of SD
  - 85% of ELL
- States and TUDAs that do not meet the goals are identified in the Nations Report Card

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## NAEP Accessibility



- Universal Design Elements (UDE)
  - available to all students
  - provided by the test delivery system or by NAEP administration
- Accommodations
  - available to only students on IEP, Section 504 Plan, or ELL
  - DBA divided into two types
    1. *Provided by the test delivery system*
    2. *Provided outside the test delivery system*

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## State Inclusion Policy for SD



- Includes the name of the South Dakota alternate assessment
- Only students that take Multi-State Alternative Assessment may be excluded from NAEP

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## State Inclusion Policy for ELL



- Only ELL who have been enrolled in U.S. schools for less than 1 full academic year before the NAEP assessment and cannot access NAEP may be excluded from any NAEP assessment

- some ELL students that have been in U.S. schools less than one year can access the NAEP assessment
- these students should not be automatically excluded

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## DBA Accommodations for ELL



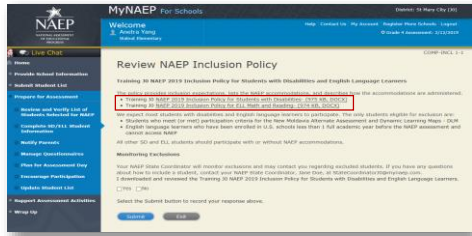
- South Dakota does not allow the following NAEP - DBA accommodations for ELL
  1. Spanish/English Version of the Test
  2. Read Aloud/Text-to-Speech (Spanish)
- Accommodations have been removed from the state inclusion policies and MyNAEP
  - If schools request these as "Other (specify)", they will not be allowed

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## Inclusion Policies on MyNAEP



- Complete SD/ELL Student Information > Review Inclusion Policy page



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## Process for Monitoring Exclusions



- NSC will monitor and contact schools that exclude students contrary to NAEP policy
- For schools that reconsider and decide to include excluded students, the NSC will:
  - Ask the school coordinator (SC) to make the update in MyNAEP
  - Email the SC and cc the Field Staff to confirm the newly included students

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## MyNAEP Customization



- Added the name of the South Dakota Alternate Assessment
  - Multi-State Alternative Assessment (MSAA)
- Posted the SD & ELL Inclusion Policies to the Review Inclusion Policy page
- Removed accommodations that are not allowed by South Dakota in the ELL sections

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## Communication with Schools



- Sent the initial notification to the districts and schools in May
- Sent the assessment date in June
- Presented NAEP to district assessment directors in August
- Sent MyNAEP registration info to schools in September
- Provided PSI completion reminders in September/October
- Sent reminder emails about upcoming tasks

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## Questions/Comments



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## South Dakota NAEP Results



- State Snapshot Reports
  - 2017, Grade 4 and 8 - Mathematics
  - 2017, Grade 4 and 8 - Reading

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## Find out more



▪ Visit NAEP: <http://nationsreportcard.gov>

▪ Follow NAEP:

▪ Contact info

- Jeff Hegge
- South Dakota Department of Education
- NAEP State Coordinator - NSC
- [jeff.hegge@state.sd.us](mailto:jeff.hegge@state.sd.us)
- (605) 773-8064

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## All Students Graduate College, Career and Life Ready

-DOE Aspiration

Students Graduate high school ready for post-secondary education or the workforce.

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## College, Career and Life Ready

All students graduate college, career and life ready.



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## Proficiency in Reading by 4<sup>th</sup> Grade

## Proficiency in Math by 9<sup>th</sup> Grade

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## Non-embedded Accommodations for Smarter Balanced

- Set in TIDE by SD DOE
- Following information needed
  - Student name or SIMS number
  - Grade
  - Non-embedded accommodation needed
  - Area needed in (Math, ELA, and/or ELA-PT)
- Send in email
  - Can be a word document, excel spreadsheet, or just in the body of the email.
- May take up to a week or so to set depending on number of requests made
- Send requests to [Beth.Schiltz@state.sd.us](mailto:Beth.Schiltz@state.sd.us)

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## Non-embedded Accommodation

• 100s Number Table	• Print on Demand
• Abacus	• Read Aloud for Reading Passages
• Alternate Response Options	• Scribe for Writing Items
• Braille	• Speech-to-Text
• Calculator for Braille or Talking Calculator	• Word Prediction
• Multiplication Table	

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## Winter Assessment Workshops

Winter assessment workshop locations and dates have been finalized.

- 1-29-19 Fort Pierre Drifters Bar and Grille
- 1-31-19 Watertown Lake Area Tech
- 2-6-19 Sioux Falls Ramkota Hotel
- 2-7-19 Sioux Falls Ramkota Hotel
- 2-12-19 Rapid City Western Dakota Tech
- 2-13-19 Rapid City Western Dakota Tech

- Register through [GoSignMeUp](#)

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## Universal Screeners

- Brief assessments of skills or ability
- Used to determine a student's risk for reading difficulty
  - Including those who may have a learning disability such as dyslexia
- Used to determine need for intervention
- Early intervention is key to student success
- Early intervention may help with behaviors/frustration

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## Screening Data

- USE IT!
- Helps make informed decisions about evidence based interventions

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## Approved Universal Screening Tools for Risk Factors of Dyslexia

- Oregon Department of Education
  - aimswebPlus
  - DIBELS 6<sup>th</sup> Edition
  - DIBELS Next
  - EasyCBM
  - FastBridge Learning

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## Approved Universal Screening Tools for Risk Factors of Dyslexia

- <http://doe.sd.gov/Dyslexia/>
- or
- [https://www.oregon.gov/ode/students-and-family/SpecialEducation/RegPrograms\\_BestPractice/Documents/approveduniversalscreeners.pdf](https://www.oregon.gov/ode/students-and-family/SpecialEducation/RegPrograms_BestPractice/Documents/approveduniversalscreeners.pdf)

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## Effective Teachers and Leaders

Students are supported by effective teachers and leaders.

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## IEP Quality Website Tip of the Month: PLAAFP

THE TYPES OF DATA included in a PLAAFP statement have direct impact upon (a) how well they address the SPECIFIC SKILLS a student has difficulty with and (b) their relation to what will be an INSTRUCTIONAL PRIORITY.

Ex: **Skill Area – Reading Comprehension**

- 3.9GE on reading comprehension assessment.
- 14/30 on DAZE assessment.
- Growth is 77<sup>th</sup> percentile on NWEA Reading.



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What skill(s) are included?  
What strengths/needs does the student have in reading comprehension?

donald.greer



## IEP Quality Website Tip of the Month: PLAAFP

Instead

**Skill Area – Reading Comprehension**

**Strengths:**

- Identifies main event, problem, and solution in narrative text (avg 80% in last 3 trials).
- Reads text with accuracy and expression at her instructional level (DRA 30 – early 3<sup>rd</sup> grade level).

**Needs:**

- Struggles to make inferences and draw conclusions from narrative text (avg. 40% on last 3 trials).
- Easily frustrated when presented with a large amount of text.



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What skill(s) are included?  
What strengths/needs does the student have in reading comprehension?



## IEP Quality Website Tip of the Month: PLAAFP

INDIVIDUAL EDUCATION PROGRAM ARSD 24-09-27	
<p><b>Present Levels of Academic Achievement and Functional Performance</b></p> <p>In developing each student's IEP, the IEP Team must parents for enhancing the education of their student 3 and 4 the academic, developmental, and functional needs of the student's participation in appropriate activities.</p> <p>Provide a statement of the student's present levels of how the student's disability affects the student's involvement in the general curriculum (as for nondisabled students), or 201 the student's participation in appropriate activities.</p> <p><b>Academic Achievement</b></p> <p><b>Summary of Strengths:</b> Jenna has strengths in oral spelling and punctuation, and math calculation. Her last assignment notebook every period. Her handwriting is she can draw. She is currently taking a sculpture class she does in the point of her doing something if she has enjoys science fiction and is interested in animals and</p> <p><b>Reading Strengths:</b></p> <ul style="list-style-type: none"> <li>• Jenna can read most any grade-level text she based on a teacher-given 100-100 reading area.</li> <li>• In small groups where she feels comfortable, it often.</li> <li>• Reading strategies that have been shown to in accessing background knowledge, and use of strengths</li> </ul> <p><b>Reading Needs:</b></p> <ul style="list-style-type: none"> <li>• Struggles over new or multi-syllable words (e.g. "samurai").</li> <li>• Reading comprehension. Jenna often does not</li> </ul>	<p><b>Phrase: BASED ON...</b></p> <p><b>INCLUDE:</b> A summary of the assessment data and observational information upon which a student's needs (identified deficit areas) are based. (This is often previously located in local elsewhere in the PLAAFP).</p> <p><b>EXAMPLE:</b> Based on the district progress monitoring tests in reading comprehension, review of the student's state assessment results, and feedback from content area teachers, the student, and her parents...</p> <p><b>Phrase: THE STUDENT HAS DIFFICULTY WITH...</b></p> <p><b>INCLUDE:</b> Academic or behavioral skills the student is not currently demonstrating or that need significant improvement.</p> <p><b>EXAMPLE:</b> the student has difficulty with recognizing the organization and sequencing of facts and concepts in a text.</p> <p><b>Phrase: WHICH HINDERS THE STUDENT'S ABILITY TO...</b></p> <p><b>INCLUDE:</b> how access to the general curricular standards is affected by the student's area of difficulty previously described.</p> <p><b>EXAMPLE:</b> which hinders the student's ability to comprehend multiple forms of text in content area materials and assignments (particularly science and social studies).</p> <p><b>Phrase: AND MAKES... AN INSTRUCTIONAL PRIORITY...</b></p> <p><b>INCLUDE:</b> Skills that will be addressed with specially designed instruction through special education services.</p> <p><b>EXAMPLE:</b> This makes teaching of strategies for identifying the organization and categorization of text and other reading comprehension strategies an instructional priority.</p>

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More free IEP guidance, examples, and resources (including the previous PLAAFP chart and a PLAAFP checklist) can be found at:  
<https://sd.iepq.org>



## School Climate

Students enter schools that are provide  
an environment conducive to learning.

## December Behavior Tip:

## De-escalation

**Whether the problem behavior is managed safely or not, or is defused, in large measure depends on **YOUR INITIAL RESPONSE.****

-Dr. Geoff Colvin

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## Responding to Behavior

Why do we respond the way we do?

Our response depends on:

- our current mood
- how we were raised
- the student
- others in the room
- if the right button is pushed
- etc,etc, etc...

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## Best Bet for Best Behavior

De-escalation



Avoid-escalation

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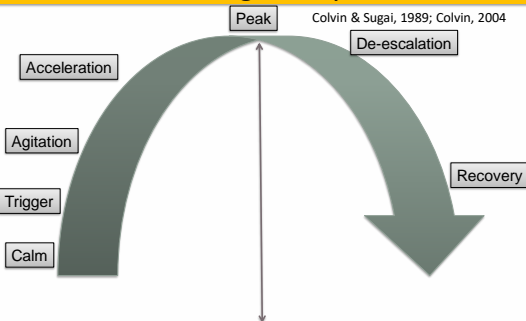
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**The Model: Seven Phases of The Escalation or Acting-out Cycle**

Colvin & Sugai, 1989; Colvin, 2004



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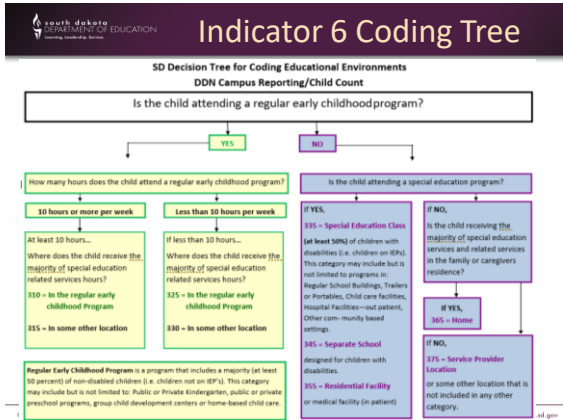
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**Regular Education or General Education**

**Least Restrictive Environment is:**



**LRE Resources**

<https://doe.sd.gov/sped/Early-Intervention.aspx>

- Decision Tree for Coding Age 3-5 LRE
- LRE for Providers Guide
- LRE for Parents Guide
- OSEP Preschool LRE Guidance 2017
- Interactive B6 Reporting Tool for determining LRE

- Where, to the extent possible, a child with disabilities is educated alongside children without disabilities. This includes a *majority* (at least 50%) of non-disabled children (children not on IEP's).
- Determined by the IEP team, including parents, and takes into consideration the type, frequency, intensity, and location for support and services needed. (based on the student and their IEP)
- A location such as public or private kindergarten or Jr. Kindergarten, public or private preschool, Head Start, YMCA (educational program with same-age peers), childcare center or home day care (exception: if child attends home day care run by parent for only other relatives), home, clinic or hospital or residential facility.

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**Indicator 7**

**What's Coming:**

**STARS** Student Teacher Accountability and Reporting System

- ★ Outcomes Summary by district and statewide  
[Child Outcome Summary Form](#)
- ★ List of students unable to assign due to data entry error  
[Students with no assignment](#)
- ★ List of students reported on and what category they fell under (a, b, c, d, e)  
[Part B Indicator 7 Student List](#)

- Starting in January 2019, districts will begin comparing Campus records to BDI records
  - Checking DOB and spelling of name
  - Enter state ID (SIMS) into "Child ID" in the BDI data manager
- SEP will begin exporting data and contacting districts about entry errors
  - Will occur 2X per school year
  - Districts will fix errors prior to next export
  - SEP will begin tracking districts with continuous data entry errors and provide additional supports

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# ACCOUNTABILITY

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## Evaluation and Re-Evaluation

**24-05-25-04.02. Determination of needed evaluation data.** As part of an initial evaluation, if appropriate, and as part of any reevaluation, the individual education program team required by § 24-05-27-01.01 and other qualified professionals as appropriate with knowledge and skills necessary to interpret evaluation data, shall:

- Review existing evaluation data on the child, including:
  - Evaluations and information provided by the parents of the child;
  - Current classroom-based local or state assessments and observations; and
  - Observations by teachers and related services providers; and
- Based on the above review and input from the student's parents, identify what additional data, if any, are needed to determine:
  - Whether the student has a particular category of disability as described in this article;
  - The present levels of academic achievement and related developmental needs of the student; and
  - Whether the student needs special education and related services.

The school district shall administer assessments and any other evaluation materials as may be needed to produce the data required to make the determinations listed in subdivision (2) of this section. If no additional data are needed to make the determinations listed in subdivision (2) of this section, the school district shall notify the student's parents of this fact and the reasons for this decision. If additional data are needed, the school district shall conduct its review without a meeting.

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## Evaluation Compliance Issues: PPWN Consent

**Most Common:**

- Parent documented input into evaluation process.
- Assessment check to be given and not completed.
  - Articulation verse Language
  - Medical diagnosis
- Assessment not documented on PPWN Consent but used for eligibility. (not documented pulled forward)

Comprehensive evaluation data must be collected to assist the team in determining if your child is a child with a disability and whether the child is eligible for services. The following areas of evaluation are needed and will be administered if valid, existing evaluation information will be used (When School-based assessment data is the suspected basis of disability, all the following are part of the evaluation administered to every child).

<input type="checkbox"/> Academic Achievement	<input type="checkbox"/> Motivation	<input type="checkbox"/> Psychological
<input type="checkbox"/> Ability	<input type="checkbox"/> Language	<input type="checkbox"/> Orthopedic/Physical
<input type="checkbox"/> Communication	<input type="checkbox"/> Hearing	<input type="checkbox"/> Speech/Language (Diagnostic)
<input type="checkbox"/> Adaptive Behavior (to include social)	<input type="checkbox"/> Vision	<input type="checkbox"/> Current Medical Data/Reports
<input type="checkbox"/> Behavior	<input type="checkbox"/> Fine Motor	<input type="checkbox"/> Autism Specific Instrument
<input type="checkbox"/> Transition	<input type="checkbox"/> Gross Motor	<input type="checkbox"/> Standardized Ability
<input type="checkbox"/> Developmental Cognitive Ability	<input type="checkbox"/> Motor Communication	<input type="checkbox"/> Personal/Social
<input type="checkbox"/> Social Skills	<input type="checkbox"/> Self-Concept	<input type="checkbox"/> Social Skills

(List other areas to be evaluated. \*Align include areas such as: ☐ Motor screen, ☐ Hearing screen, ☐ Sensory motor, ☐ Assessment, ☐ Personality, ☐ Social/emotional, ☐ Functional behavior assessment, etc.)

Existing Evaluation Data	Existing Evaluation Data to be used, document the Meeting	Yes
Category Area	Not Documented	

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**Suggestion: Improve consent requirements?**

Start with letter C and D:  
What data and information does district and parent have that would support a decision?

- Previous evaluations, progress monitoring data, medical, parent and classroom concerns, outside evaluation, interest inventories, IEP goal progress, outside service recommendations, etc...

Follow up with A and B: Based on data and information, what are you proposing and what would be rejected?

- **What** are you seeing with the student to determine if you will evaluate or not?
- **Why** does the student need to be evaluated?
- **What** did team consider but chose not to address and why?
- **When** was last evaluations completed? Are they still relevant and accurate?
- **What** evaluations are proposed to be complete and pulled forward and why?

The district will then document on page 1 what data needs to be completed or pulled forward to support eligibility.

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**Autism Spectrum Disorder**

**References:**

Individual Education Program webpage at <https://doe.sd.gov/sped/IEP.aspx>

- Autism Spectrum Disorder presentation and handouts
- Eligibility Tools and Resources

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**ASD Evaluation Team**

**24:05:24.01:05. Evaluation team for autism spectrum disorder.**

When evaluating a student for autism spectrum disorder, a school district shall use a multidisciplinary team or group of persons who are trained and experienced in the diagnosis and educational evaluation of persons with autism spectrum disorder.

- The regulations do not specifically identified what it means by trained and experienced in diagnosis....
- The district should have a set of criteria and documentation to support that the team was trained in diagnosis of Autism Spectrum Disorder.

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## Consideration of outside information

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graph LR
    A[Parent brings forward an outside evaluation, information or recommendation] --> B[District/IEP team must consider the evaluation and/or information.]
    B --> C[Document on PPWN what was considered (discussion) and if accept or reject along with the reason why.]
  
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## Severity Levels for Autism

- Severity levels added to Campus in 2014
  - Phase in collection with all initial evaluations and as 3 yr re-evaluations conducted
- All students with ASD should have either had an initial or re-eval by this point
  - All students with ASD should have severity levels marked in Campus
  - Will be making these required fields in future updates
  - Guidance at [doe.sd.gov/sped/IEP.aspx](https://doe.sd.gov/sped/IEP.aspx)

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## 2018 Related Services Guide

- Updated Related Services Guide
  - Located at <https://doe.sd.gov/sped/IEP.aspx>
    - Procedure clarification under Speech and Language
    - Procedure clarification under dismissing services
    - Updated look and web links

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## TEACHER OR DISTRICT SHARING

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## Congratulations

**National Board Certification Achievement**

- Robin Beck New, Exceptional Needs Specialist/Early Childhood through Young Adulthood, Pierre Indian Learning Center

- Kathy Wagner, director of Student Services for YSD, and Stewart Elementary School Principal, Jerome Klimisch, acknowledged Special Education Teacher Cody Lukkes for receiving the 2018 Distinguished Service Award from the Center for Disabilities.

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## Next Sped Directors Live Meeting

January 15, 2019

10:00am CST

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